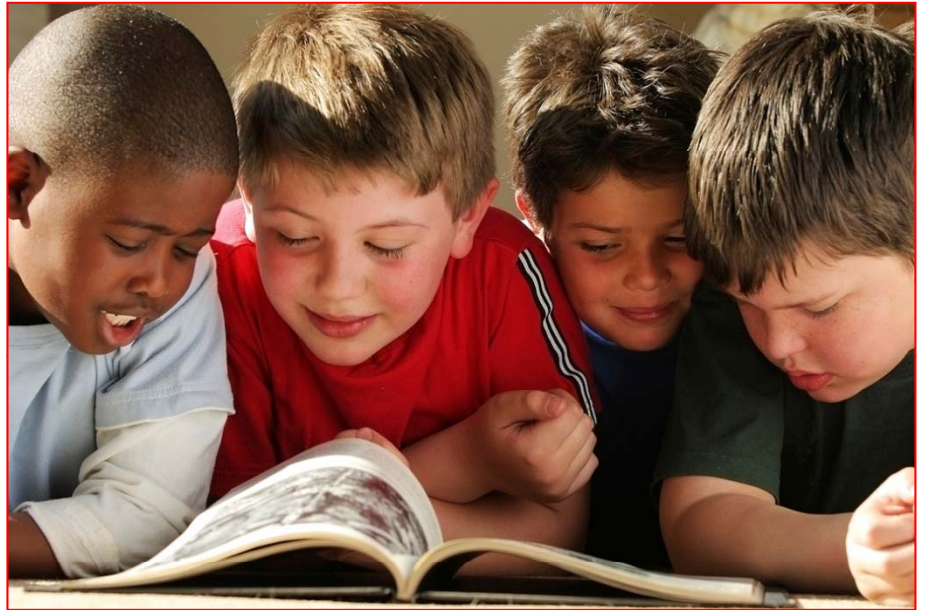


# Developing Effective Tier 2 & Tier 3 RTI Reading Interventions: Guidelines for Schools




*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*




# Response to Intervention

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**Self-Monitoring: Customized Math Self-Correction Checklists**

February 20th, 2012















The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student fills in this






Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.


#### Featured Tools

-  Academic Survival Skills Checklist Maker
-  Accommodations Finder
-  Behavior Report Card Maker
-  ChartDog Graphmaker
-  Early Math Fluency Generator
-  Intervention Planner for Academics
-  Intervention Planner for Behavior
-  Jackpot Reward Finder
-  Letter Name Fluency Generator
-  Math Worksheet Generator
-  Maze Passage Generator
-  Reading Fluency Passage Generator
-  Wordlist Fluency Generator
-  Writing Probe Generator

#### Web Resources







English Language Learners & RTI RTI resources for English Language Learners.



[4 Feb 2013] **Classroom Behavior Management Menu.** This week's *Learning Spark* Blog entry describes a helpful tool that teachers can develop to maintain a positive classroom learning environment: a behavior management menu outlining a range of discipline options.

#### Free Classroom Intervention Kit

	Intervention Planner for Academics	Manual	Sample Reading-Fluency Interventions
	Intervention Planner for Behavior	Manual	Sample Relationship-Building Strategies
	Accommodations Finder	Manual	Sample Task-Accommodation Strategies
	Academic Survival Skills Checklist Maker	Manual	Sample Homework-Skills Checklist

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/CCIRA>

### Workshop Agenda



**Challenge 1:** Where can a school find 'evidence-based' reading programs for Tier 2/3?



**Challenge 2:** What are the important quality indicators to assess a Tier 2/3 RTI reading intervention?



**Challenge 3:** How can schools measure the 'intervention integrity' of a Tier 2/3 reading intervention?



**Challenge 4:** How can schools find & use schoolwide screening tools to identify students for Tier 2/3 interventions?



**Challenge 5:** How can schools efficiently place students in appropriate Tier 2/3 reading services?



**Challenge 6:** What developments in Tier 2/3 interventions can help students use skills independently?

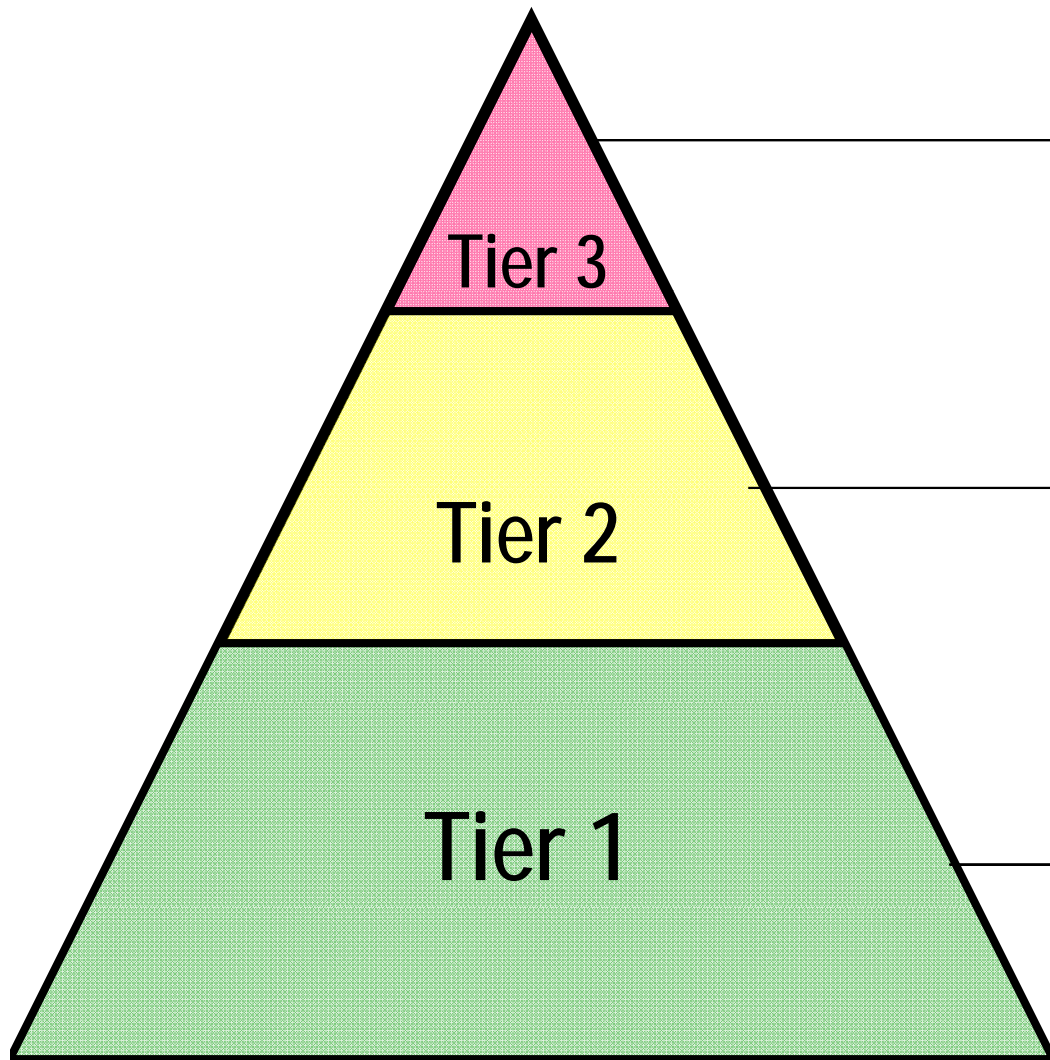
### Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A "continuum of evidence-based services available to all students" that range from universal to highly individualized & intensive
2. "Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains"
3. "Ongoing monitoring of student progress"
4. "Employment of more intensive or different interventions when students do not improve in response" to lesser interventions
5. "Evaluation for special education services if students do not respond to intervention instruction"

*Source: Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.*



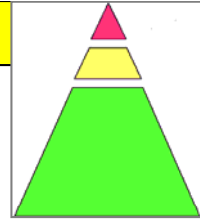
### RTI 'Pyramid of Interventions'



***Tier 3: Intensive interventions.*** Students who are 'non-responders' to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

***Tier 2 Individualized interventions.*** Subset of students receive interventions targeting specific needs.

***Tier 1: Universal interventions.*** Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

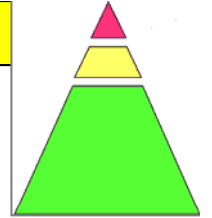


# RTI Support: Tier 1 Core Instruction

- Tier 1 core instruction is considered to be 'universal' because all students receive it and benefit from it.
- Core instruction should include the elements of 'explicit instruction', a structured method for instructional delivery that is more likely to be effective with struggling students.
- To judge whether core instruction is adequate, RTI schools use screening instruments (e.g., reading fluency & comprehension probes) to assess classwide performance three times yearly. If at least 80 percent of students attain or exceed the screener's performance benchmark, core instruction is considered to be adequate.

Sources: Lembke, E. S., Hampton, D., & Beyers, S. J. (2012). Response to intervention in mathematics: Critical elements. *Psychology in the Schools*, 49(3), 257-272.

Wright, J. (2012). *RTI Success in Secondary Schools: A toolkit for middle and high schools*. Port Chester, NY: National Professional Resources, Inc.



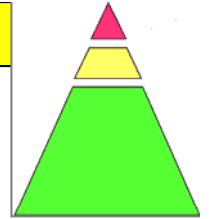
# RTI Support: Tier 1 (Classroom) Intervention

Tier 1 interventions are intended for 'red flag' students who struggle in the content area(s) and require additional individualized teacher support during core instruction. To successfully implement Tier 1 interventions, a teacher will need:

- Clear criteria to identify Tier 1 intervention students (e.g., students who are failing the course on a 5-week grade report).
- Research-based strategies to address the student's academic (and perhaps motivational) deficits.
- A streamlined form to document the Tier 1 intervention plan.
- The ability to collect and interpret classroom data to judge whether the Tier 1 intervention is working.
- Guidelines for how long to implement the Tier 1 intervention before seeking additional RTI help for the student.

Sources: Wright, J. (2012). RTI Success in Secondary Schools: A toolkit for middle and high schools. Port Chester, NY: National Professional Resources, Inc.

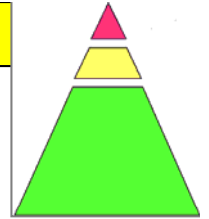




### RTI Support: Tier 2/3 Supplemental Interventions

- Tier 2/3 interventions SUPPLEMENT core instruction.
- Students are identified for Tier 2/3 services based on objective data sources such as universal screeners that allow the school to predict each student's degree of 'risk' for academic failure.
- In a typical school, 10-15 % of students may require Tier 2 interventions in a given academic area. About 1-5 % of students may need more intensive Tier 3 interventions.
- Interventions at Tier 2 are monitored at least twice per month. Interventions at Tier 3 are monitored weekly.
- Each Tier 2/3 intervention should last at least 6-8 instructional weeks.

Sources: Wright, J. (2012). RTI Success in Secondary Schools: A toolkit for middle and high schools. Port Chester, NY: National Professional Resources, Inc.



# RTI Support: Tier 2/3 Supplemental Interventions

Each Tier 2/3 intervention plan shows evidence that:

- Instructional programs or practices are 'evidence-based'.
- The intervention has been selected because it logically addresses the area(s) of academic deficit for the target student.
- The student-teacher ratio in the group provides adequate student support: Tier 2 up to 7 students; Tier 3 up to 3 students. NOTE: The instructional ratio for students engaged in computer-delivered Tier 2/3 instruction is 1:1.
- Students enrolled in the Tier 2/3 intervention group have the same shared intervention need(s).
- The intervention provides contact time adequate to the student academic deficit. Tier 2 interventions occur a minimum of 3 times per week in sessions of 30 mins or more; Tier 3 interventions occur daily in sessions of 30 mins or more (Burns & Gibbons, 2008).

Sources: Wright, J. (2012). RTI Success in Secondary Schools: A toolkit for middle and high schools. Port Chester, NY: National Professional Resources, Inc.

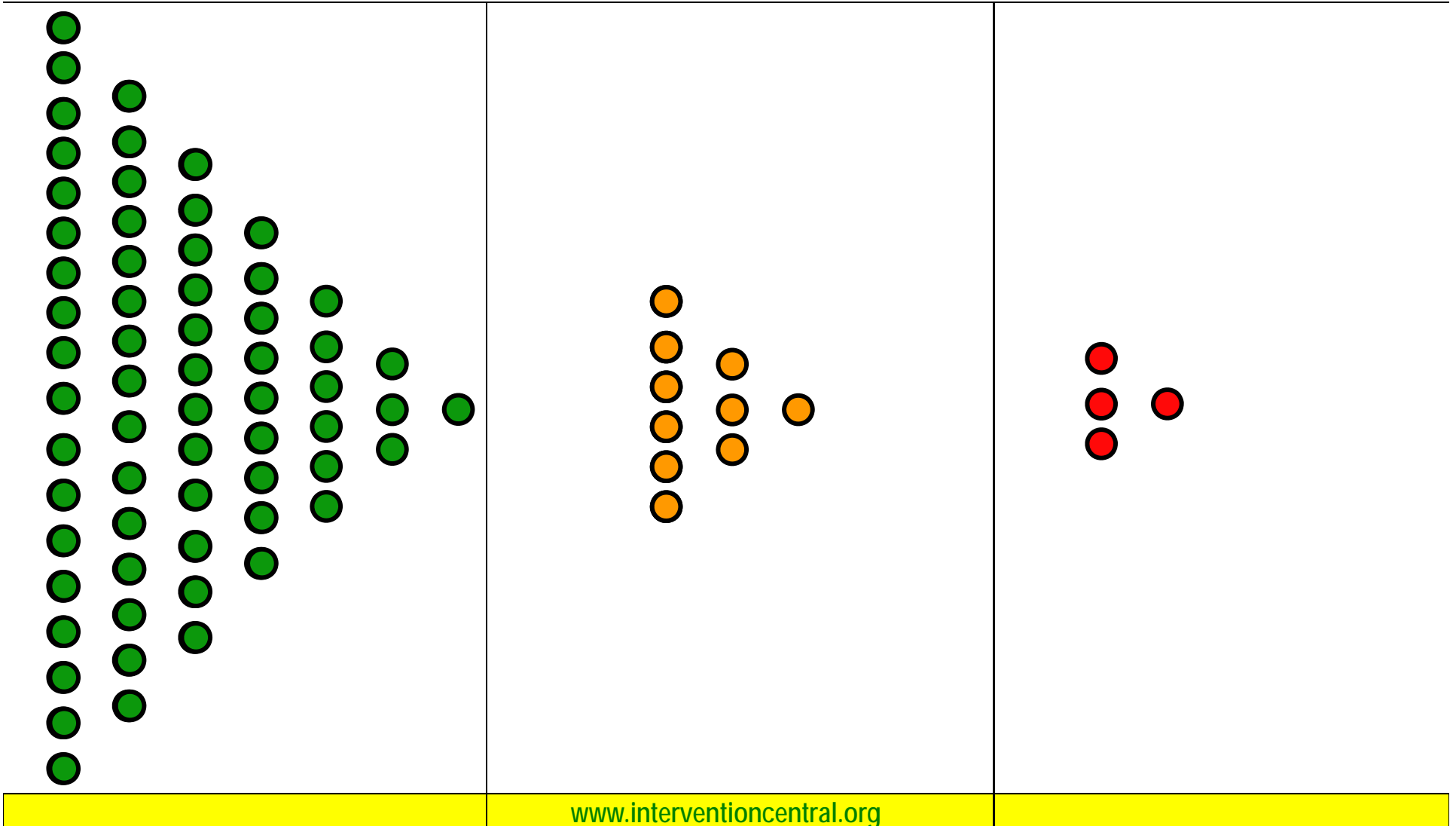
# Response to Intervention

## Levels of Intervention: Tiers 1, 2 & 3

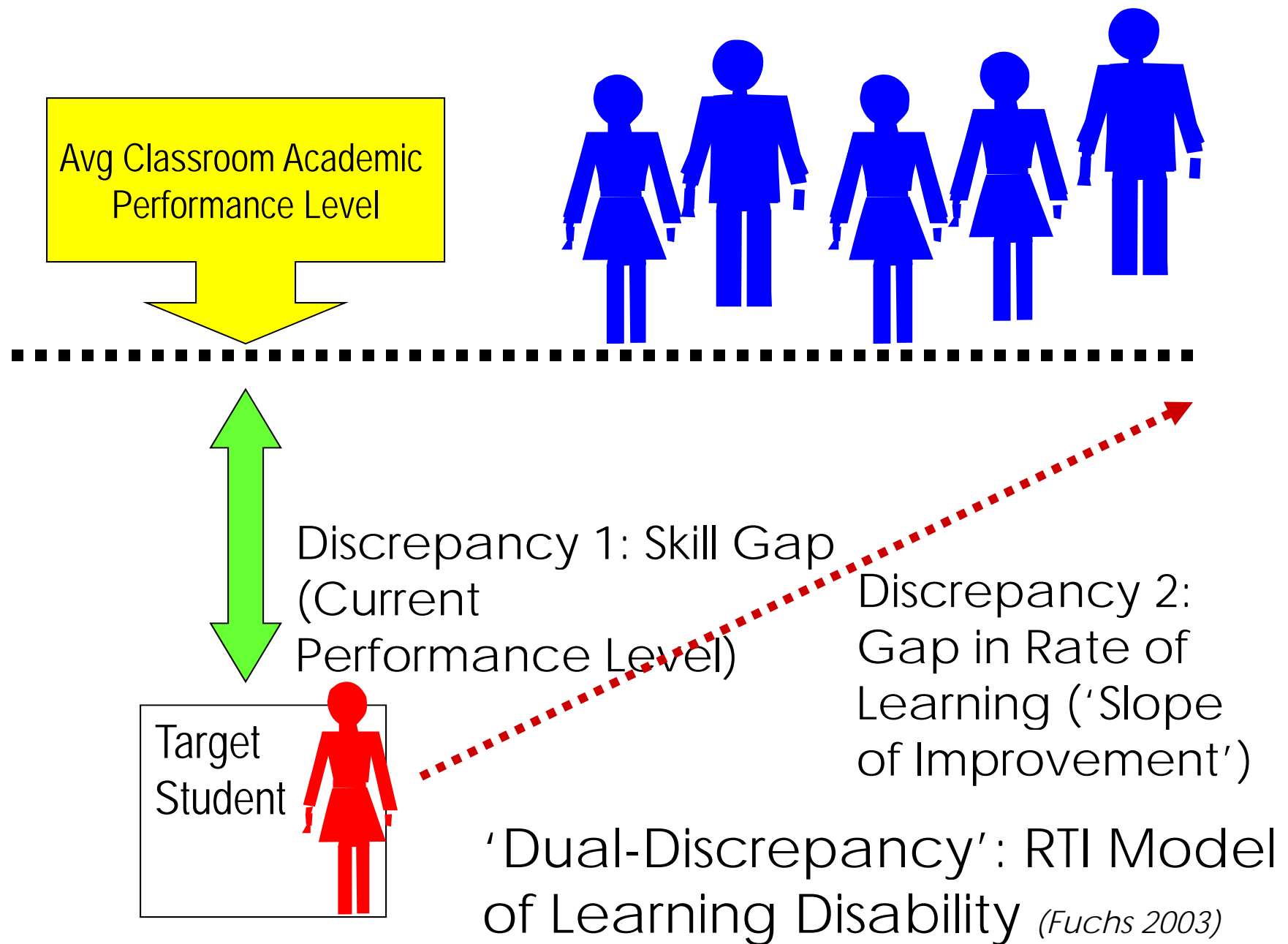
Tier 1: Universal  
100%

Tier 2: Individualized  
~15%

Tier 3: Intensive  
~ 1-5%



# Response to Intervention



Common Core State  
Standards Initiative  
<http://www.corestandards.org/>

View the set of Common Core  
Standards for English Language  
Arts (including writing) and  
mathematics being adopted by  
states across America.

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The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

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## Common Core State Standards: Supporting Different Learners in Reading

“The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom.”

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from <http://www.corestandards.org/>; p. 6.*

## Common Core State Standards: Supporting Different Learners in Reading

"...It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives."

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from <http://www.corestandards.org/>; p. 6.*



***Challenge 1:*** Where can a school find 'evidence-based' reading programs for Tier 2/3?

p. 7



## One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.

[READ MORE](#)

## Strengths of One-on-One Program

- Evidence-based and scientifically-validated
- Requires no more than 10-12 minutes per day, 2-3 days per week
- Has been successfully used with students of all different reading levels
- Can be easily integrated as part of a school's Response-to-Intervention (RTI) model

[READ MORE](#)

## Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.

[READ MORE](#)

## Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are available for use.

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.

[READ MORE](#)

HELPS Reading Fluency Program  
www.helpsprogram.org  
LINK AVAILABLE ON CONFERENCE WEB PAGE

## The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

This Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only \$45 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

[READ MORE](#)

## RELATED LINKS

- All HELPS
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center on Response to

## UPDATES

### Program Updates

Posted on July 6, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

### Research Updates

Posted on July 6, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

### Website Updates

Posted on July 6, 2010

- HELPS website improves in several ways

## HELPS Program: Reading Fluency

[www.helpsprogram.org](http://www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - repeated reading of passages by the student,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.



# Where to Find High-Quality Intervention Programs

# Response to Intervention

## What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

This website reviews core instruction and intervention programs in mathematics, as well as other academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.

The screenshot shows the homepage of the What Works Clearinghouse (WWC) website. At the top, there is a navigation bar with the IES logo and the text 'WHAT WORKS CLEARINGHOUSE'. Below the navigation bar is a large banner image of a classroom with the headline 'New Topic Focus Within Special Needs' and a sub-headline 'Interventions for Children Classified as Having an Emotional Disturbance'. To the right of the banner is an 'About the WWC' section. Below the banner are several utility boxes: 'Find What Works' with a search form, 'Search for WWC Publications' with a search bar, and 'Search for Studies' with a search bar. A 'Review Process' section lists five steps: 1. Define the Scope, 2. Search the Literature, 3. Assess the Research, 4. Combine the Findings, and 5. Summarize the Review. On the right side, there is a 'Topics' grid with buttons for English Language Learners, Math, Academic Achievement, Career Readiness and College Access, Literacy, and Student Behavior. Below the topics is a 'News & Events' section with recent news items.

# Response to Intervention

## Best Evidence Encyclopedia

<http://www.bestevidence.org/>

This site provides reviews of evidence-based math and reading programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).

The screenshot shows the homepage of the Best Evidence Encyclopedia (BEE). At the top left is a logo of a bee reading a book. The main header reads "Best Evidence Encyclopedia" with the tagline "Empowering Educators with Evidence on Proven Programs". A navigation bar includes links for Home, About the BEE, Review Methods, Sign Up for Updates, and Resources, along with a search box. The left sidebar lists categories under "Program Reviews": Mathematics (Elementary, Middle/High School, Effectiveness of Technology), Reading (Beginning, Upper Elementary, Elementary, Middle/High School, English Language Learners, Struggling Readers, Effectiveness of Technology), Comprehensive School Reform (Elementary (CSRQ), Middle/High School (CSRQ), K-12 Meta-Analysis (Borman), Education Service Providers (CSRQ)), and Early Childhood (Early Childhood Education). The main content area features a large question mark and the text "Which educational programs have been successfully evaluated in valid research?". Below this, it states: "What works in education? The Best Evidence Encyclopedia (BEE) presents reliable, unbiased reviews of research-proven educational programs to help: POLICY MAKERS use evidence to make informed choices. PRINCIPALS choose proven programs to meet state standards. TEACHERS use the most powerful tools available. RESEARCHERS find rigorous evaluations of educational programs. ...because all children deserve the best in education". A "Useful BEE Resource: Program Overviews" section encourages searching for program reviews. A "Better: Evidence-based Education Magazine" section promotes a free trial issue. On the right, a "Spotlight" section features a photo of Robert Slavin and a link to his blog "Sputnik: Advancing Education Through Innovation and Evidence". The footer includes the Johns Hopkins University School of Education logo and the CDDRE logo, along with contact information and a site map.

# Response to Intervention

## National Center on RTI Instructional Intervention Tools Chart

<http://www.rti4success.org/instructionTools>

Sponsored by the National Center on RTI, this page provides ratings to intervention programs in math, reading, and writing.

Users can sort their search by subject and grade level.

The screenshot shows the website interface for the National Center on Response to Intervention. At the top, there is a search bar and navigation links. The main content area displays the 'Instructional Intervention Tools Chart' with filters for Subject and Grade. The chart is a table with columns for Program, Study, Study Quality (Participants, Design, Fidelity of Implementation, Measures), Effect Size (Mean based on adjusted posttests, Mean based on unadjusted posttests, Disaggregated Data Available), and COMPARC (PART). The table lists various reading and math intervention programs with their respective ratings and effect sizes.

Program	Study	Study Quality				Effect Size				COMPARC PART	
		Participants	Design	Fidelity of Implementation	Measures		# of Outcomes Measures	Mean based on adjusted posttests Proximal (P) Distal (D)	Mean based on unadjusted posttests Proximal (P) Distal (D)		Disaggregated Data Available
					Proximal	Distal					
Academy of READING	Rodowicz, & Thies (1987)	●	●	○	●	●	24 Reading	—	P = 0.15* D = 0.35	No	<input type="checkbox"/>
Access Code	*McLurey, Brown, & Zimmaman (2010)	●	●	●	●	●	5 Reading	P = 0.22 D = 0.39	P = 0.04 D = 0.04	No	<input type="checkbox"/>
AWARD Reading	Blok, & Mangian (Tech. Rep.)	○	●	○	●	—	5 Reading	—	—	No	<input type="checkbox"/>
Corrective Reading Decoding	Bennar, Kinder, Sasoun, Stein, & Hirschmann (2005)	○	○	●	●	—	4 Reading	—	—	No	<input type="checkbox"/>
Corrective Reading Decoding	Gunn, Siglan, Smolkowski, & Ary (2002)	●	●	○	●	●	5 Reading	—	—	No	<input type="checkbox"/>
Early Vocabulary Connections	Nelson, Vadeby, & Sanders (2011)	●	●	●	●	●	2 Reading	—	P = 0.67* D = 0.33	No	<input type="checkbox"/>
Failure Free Reading	Torgesen, Myers, Schim, Stuart, Vanneman, et al. (2006)	●	●	●	●	●	14 Reading	P = 0.06 D = -0.09	—	No	<input type="checkbox"/>
Fast ForWord Language Series	*Miller, Harsenich, Taylor, Del'No, Ulin, et al. (1999)	●	●	○	●	●	2 Reading	—	P = 7.45* D = —	Yes	<input type="checkbox"/>
Fast ForWord Language Series	*Scientific Learning Corporation (2004)	●	○	●	●	●	2 Reading	—	P = 0.49 D = 0.32	No	<input type="checkbox"/>
Fast ForWord Language Series	*Gallery (2002)	○	●	●	●	●	2 Reading	—	P = 1.46* D = 1.05*	No	<input type="checkbox"/>
Hot Math Tutoring	Fuchs, Fuchs, Craddock, Hollanback, Hamlett, et al. (2008)	●	●	●	●	●	4 Math	P = 1.05* D = 0.80*	P = 1.15* D = 0.85*	No	<input type="checkbox"/>
Leveled Literacy Intervention System	*Sanford-Kaldon, Flynn, Ross, Francoschini, Zaccaroni, et al. (2012)	○	●	●	●	●	12 Reading	—	P = 0.85* D = 0.22*	No	<input type="checkbox"/>

# Response to Intervention

Doing What Works

<http://dww.ed.gov/>

This website is sponsored by the U.S. Department of Education and offers specific guidelines for how to teach effectively across disciplines.

The site has a section devoted to math and science, including pragmatic recommendations for putting into classroom practice the specific recommendations of the National Math Advisory Panel Report of 2008.

The screenshot shows the homepage of the Doing What Works website. At the top, the logo reads "DOINGWHATWORKS research-based education practices online". Navigation tabs include "Data-Driven Improvement", "Quality Teaching", "Literacy", "Math and Science", and "Comprehensive Support". A central banner states: "We make it easy to find research-based practices. Our mission is to translate research-based practices into practical tools to improve classroom instruction." Below this, four main sections are listed: "Data-Driven Improvement" (with links to "Turning Around Chronically Low-Performing Schools", "Response to Intervention in Primary Grade Reading", "Response to Intervention in Elementary-Middle Math", "Using Student Achievement Data to Support Instructional Decision Making", and "Using Data Under ARRA"); "Quality Teaching" (with link to "How to Organize Your Teaching"); "Literacy" (with links to "Preschool Language and Literacy", "Improving K-3 Reading Comprehension", "Teaching Literacy in English to K-5 English Learners", "Response to Intervention in Primary Grade Reading", and "Adolescent Literacy"); and "Math and Science" (with link to "Learn how to implement recommendations from the National Math Panel or target equity issues."). A sidebar on the left features a "Guided Site Tour" and "DWW News" section titled "What's New" with links to "Improving Mathematical Problem Solving in Grades 4 Through 8" and "Improving Mathematical Problem Solving in Grades 4 Through 8". A "Digital Teacher Workshop" section is also present. On the right, a "DWW IN ACTION" badge mentions "Two Implementation Award Competitions in 2012." and a social media section encourages following on Facebook and Twitter.





***Challenge 2:*** What are the important indicators to assess the quality of a Tier 2/3 RTI reading intervention?

p. 2

# Response to Intervention

## Critical RTI Elements: A Checklist pp. 2-6

This checklist allows schools to evaluate the quality of RTI elements, including Tier 2/3 supplemental intervention services..

### Critical RTI Elements: A Checklist

The elements below are important components of the RTI model. Review each element and discuss how to implement it in your school or district:

Tier 1 Interventions: Evidence-Based & Implemented With Integrity		
<i>Tier 1: Classroom Interventions.</i> The classroom teacher is the 'first responder' for students with academic delays. Classroom efforts to instruct and individually support the student should be documented.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Tier 1: High-Quality Core Instruction.</b> The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above grade-wide academic screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Tier 1: Classroom Intervention.</b> The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. <ul style="list-style-type: none"> <li>• The teacher documents those strategies on a Tier 1 intervention plan.</li> <li>• Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'.</li> <li>• Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan.</li> <li>• The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness.</li> </ul>	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Tier 1: Intervention Integrity.</b> Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: <ul style="list-style-type: none"> <li>• Frequency and length of intervention sessions.</li> <li>• Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly.</li> </ul>	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.

Tier 1: Decision Point: Teacher Consultation/Team Meeting		
<i>Decision Point: At Tier 1, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).</i>		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Tier 1: Classroom Teacher Problem-Solving Meetings.</b> The school has set up a forum for teachers to discuss students who need Tier 1 (classroom) interventions and to schedule follow-up meetings to evaluate progress. That forum takes one of two forms: <ul style="list-style-type: none"> <li>• <i>Consultant.</i> The school compiles a list of consultants in the school who can meet with individual teachers or grade-level teams to discuss specific students and to help the teacher to create and to document an intervention plan.</li> <li>• <i>Grade-Level Team.</i> The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected</li> </ul>	If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher is consistently following recommended practices in developing those plans.



# RTI Tier 2/3 Interventions: Quality Indicators

**Tier 2/3 Interventions: Minimum Number & Length.** The student's cumulative RTI information indicates that an adequate effort in the general-education setting has been made to provide supplemental interventions at Tiers 2 & 3. The term 'sufficient effort' includes the expectation that within the student's general education setting:

- A minimum number of separate Tier 2/3 intervention trials (e.g., three) are attempted.
- Each intervention trial lasts a minimum period of time (e.g., 6-8 instructional weeks).



## RTI Tier 2/3 Interventions: Quality Indicators

**Tier 2/3 Interventions: Essential Elements.** Each Tier 2/3 intervention plan shows evidence that:

1. Instructional programs or practices used in the intervention meet the district's criteria of 'evidence-based.
2. The intervention has been selected because it logically addressed the area(s) of academic deficit for the target student (e.g., an intervention to address reading fluency was chosen for a student whose primary deficit was in reading fluency).



## RTI Tier 2/3 Interventions: Quality Indicators

### Tier 2/3 Interventions: Essential Elements (Cont.). Each

Tier 2/3 intervention plan shows evidence that:

3. If the intervention is group-based, all students enrolled in the Tier 2/3 intervention group have a shared intervention need that could reasonably be addressed through the group instruction provided.
4. The student-teacher ratio in the group-based intervention provides adequate student support. NOTE: For Tier 2, group sizes should be capped at 7 students. Tier 3 interventions may be delivered in smaller groups (e.g., 3 students or fewer) or individually.



# RTI Tier 2/3 Interventions: Quality Indicators

## Tier 2/3 Interventions: Essential Elements (Cont.). Each

Tier 2/3 intervention plan shows evidence that:

5. The intervention provides contact time adequate to the student academic deficit. NOTE: Tier 2 interventions should take place a minimum of 3 times per week in sessions of 30 minutes or more; Tier 3 interventions should take place daily in sessions of 30 minutes or more (Burns & Gibbons, 2008).



# Caution About Middle/High School Tier 2 Standard-Protocol Interventions: Avoid the 'Homework Help' Trap

- Tier 2 group-based or standard-protocol interventions are an efficient method to deliver targeted academic support to students (Burns & Gibbons, 2008).
- However, students should be matched to specific research-based interventions that address their specific needs.
- RTI intervention support in secondary schools should not take the form of unfocused 'homework help'.



## Using Non-Instructional Personnel as Interventionists

*“Peer tutors and adult volunteers are intriguing options for tier 2, and research has supported both within this model... Tutors may also include much older students, or paraprofessionals, or parent volunteers. It must be emphasized, though, that any tutor serving in an instructional role needs to have proper training and ongoing oversight of a teaching professional.”*

*Source:* Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge p. 90

## Response to Intervention

### Scheduling Elementary Tier 2/3 Interventions

Option 3: *'Floating RTI': Gradewide Shared Schedule*. Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

#### Anyplace Elementary School: RTI Daily Schedule

<i>Grade K</i>	Classroom 1	Classroom 2	Classroom 3	9:00-9:30
<i>Grade 1</i>	Classroom 1	Classroom 2	Classroom 3	9:45-10:15
<i>Grade 2</i>	Classroom 1	Classroom 2	Classroom 3	10:30-11:00
<i>Grade 3</i>	Classroom 1	Classroom 2	Classroom 3	12:30-1:00
<i>Grade 4</i>	Classroom 1	Classroom 2	Classroom 3	1:15-1:45
<i>Grade 5</i>	Classroom 1	Classroom 2	Classroom 3	2:00-2:30

*Source:* Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

## Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p><b>Schoolwide RTI Period.</b> The school sets aside one period per day (e.g., 35-45 minutes) during which all students have the opportunity to receive appropriate academic support. Tier 2/3 students are provided with interventions during this period. Non-RTI students may use this time as a study hall or for other academically relevant activities.</p>	<p>Ideas for scheduling a schoolwide RTI period: (1) Trim a brief amount of time (e.g., 5 minutes) from each class period in the daily schedule to free up time for a stand-alone period. (2) In schools whose staff by contract must report before students or remain for a period after student dismissal each day, the school might lengthen the <b>student</b> day to overlap with the additional AM or PM staff time, perhaps freeing up at least some of the minutes needed to cobble together an RTI period.</p>

## Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p><b>Zero Period.</b> The school creates an optional period before the official start of the school day. During that 'zero period', students can elect to take core or elective courses. Those students needing RTI support can take an essential class during zero period, freeing up a time-slot during the school day to receive their RTI assistance.</p>	<p>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these course entail additional work and potential inconvenience—including an earlier wake-up time and home responsibility for transportation.</p>

## Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p><b>Core Course with Extended Time.</b>                      The school creates two-period sections of selected core-area classes (e.g., English, Introductory Algebra). Students are recruited for these extended-time sections who need additional time to master course concepts and/or complete assigned work. The two-period course allows the teacher time to provide core instruction and provide supplemental interventions in such areas as literacy.</p>	<p>Students placed in an extended-time core course (two class periods) may have to give up or postpone the opportunity to take another course.</p> <p>The extended-time course can be made more effective if the school can assign additional staff (e.g., co-teacher; trained paraprofessional) to push into the setting for at least part of the class to provide individualized support .</p>



### Tier 2/3 Interventions: Scheduling Strategies

**Study Hall Schedule Coordinated with RTI Services.** Using academic screening and/or archival records, the school identifies students who require RTI support. These students are scheduled as a bloc in a common study hall. The school then schedules RTI services at the same time as the study hall. Reading teachers, other trained interventionists, and/or tutors run short-term (5-10 week) Tier 2/3 group or individual sessions.

Students are recruited from the study hall and matched to the appropriate RTI service based on shared need. They are discharged from the RTI service and rejoin the study hall if they show sufficient improvement. (NOTE: If the study hall meets daily, students in RTI groups who are in less-intensive interventions may be scheduled for alternate days between study hall and RTI groups.)

This model is fluid: After each 5-10 week period, new RTI groups or tutoring assignments can be created, with students again being matched to these services based on need.

## Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p><b>Credit Recovery.</b> A school that has access to online 'credit recovery' courses offers a struggling student the option to take a core course online (via credit recovery) on his or her own time. This option frees up a time-slot during the school day for that student to get RTI assistance.</p>	<p>The credit-recovery option requires that a student be self-motivated and willing to take on extra work in order to access RTI help. While this option may be a good fit for some students, many may lack the motivation and skill-set necessary for success in an online course taken outside of the school day.</p>



***Challenge 3:*** How can a school measure the integrity of a particular Tier 2/3 reading intervention?  
pp. 16-22



# RTI Tier 2/3 Interventions: Quality Indicators

**Tier 2/3 Interventions: Intervention Integrity.** Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about:

- Frequency and length of intervention sessions.
- Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly.

## Assessing Intervention Integrity



### Why Assess Intervention Integrity?

When a struggling student fails to respond adequately to a series of evidence-based interventions, that student is likely to face significant and potentially negative consequences, such as failing grades, long-term suspension from school, or even placement in special education.

It is crucial, then, that the school monitor the integrity with which educators implement each intervention plan so that it can confidently rule out poor or limited intervention implementation of the intervention as a possible explanation for any student's 'non-response'.



### Intervention Integrity Check: Direct Observation

Intervention integrity is best assessed through direct observation (Roach & Elliott, 2008).

- The key steps of the intervention are defined and formatted as an observational checklist.
- An observer watches as the intervention is conducted and checks off on the checklist those steps that were correctly carried out. The observer then computes the percentage of steps correctly carried out.

### Limitations of Direct Observation as an Intervention Integrity Check

- Direct observations are time-consuming to conduct.
- Teachers who serve as interventionists may at least initially regard observations of their intervention implementation as evaluations of their job performance, rather than as a child-focused RTI “quality check”.
- An intervention-implementation checklist typically does not distinguish between--or differentially weight--those intervention steps that are more important from those that are less so. If two teachers implement the same 10-step intervention plan, for example, with one instructor omitting a critical step and the other omitting a fairly trivial step, both can still attain the same implementation score of steps correctly completed.

Source: Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Re

**Intervention Script Builder** for: Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher/Team: \_\_\_\_\_ Intervention Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Description of the Target Academic or Behavior Concern: \_\_\_\_\_

'Yes/No' Step-by-Step Intervention Check

Intervention Script Builder

Each Step Marked 'Negotiable' or 'Non-Negotiable'

Intervention Check	Intervention Preparation Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	2. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	3. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
Intervention Check	Intervention detail so that _____ them.	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	2. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	3. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	4. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	5. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	6. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step

### Supplemental Methods to Collect Data About Intervention Integrity

Teacher Self-Ratings: As a form of self-monitoring, directing interventionists to rate the integrity of their own interventions may prompt higher rates of compliance (e.g., Kazdin, 1989). However, because teacher self-ratings tend to be 'upwardly biased' (Gansle & Noell, 2007, p. 247), they should not be relied upon as the sole rating of intervention integrity. One suggestion for collecting regular teacher reports on intervention implementation in a convenient manner is to use Daily Behavior Reports (DBRs; Chafouleas, Riley-Tillman, & Sugai, 2007).

#### Sources:

Chafouleas, S., Riley-Tillman, T.C., & Sugai, G. (2007). *School-based behavioral assessment: Informing intervention and instruction*. New York: Guilford Press.

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Kazdin, A. E. (1989). *Behavior modification in applied settings* (4th ed.). Pacific Grove, CA: Brooks/Cole.

### Intervention Contact Log

Staff Member(s) Implementing Intervention: \_\_\_\_\_

Classroom/Location: \_\_\_\_\_ Intervention Description: \_\_\_\_\_

Students i (could be capped at 6-7 students.)

1. \_\_\_\_\_ 7. \_\_\_\_\_

2. \_\_\_\_\_ 8. \_\_\_\_\_

3. \_\_\_\_\_ 9. \_\_\_\_\_

Date: \_\_\_\_\_ Students Attending: \_\_\_\_\_

To what degree were you able to carry out the intervention as designed? Comments: \_\_\_\_\_

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Fully		

Date: \_\_\_\_\_ Time Start: \_\_\_\_\_ AM/PM Time End: \_\_\_\_\_ AM/PM Students Attending: \_\_\_\_\_

Teacher  
Intervention  
Integrity Self-Rating

To what degree were you able to carry out the intervention as designed?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Fully		

# Intervention Contact Log

Date: \_\_\_\_\_ Time Start: \_\_\_\_\_ AM/PM Time End: \_\_\_\_\_ AM/PM Students Attending: \_\_\_\_\_

To what degree were you able to carry out the intervention as designed? Comments: \_\_\_\_\_

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Fully		

Date: \_\_\_\_\_ Time Start: \_\_\_\_\_ AM/PM Time End: \_\_\_\_\_ AM/PM Students Attending: \_\_\_\_\_

To what degree were you able to carry out the intervention as designed? Comments: \_\_\_\_\_

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Fully		

Date: \_\_\_\_\_ Time Start: \_\_\_\_\_ AM/PM Time End: \_\_\_\_\_ AM/PM Students Attending: \_\_\_\_\_

To what degree were you able to carry out the intervention as designed? Comments: \_\_\_\_\_

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Fully		

### Supplemental Methods to Collect Data About Intervention Integrity

Intervention Permanent Products: If an intervention plan naturally yields permanent products (e.g., completed scoring sheets, lists of spelling words mastered, behavioral sticker charts), these products can be periodically collected and evaluated as another indicator of intervention integrity (Gansle & Noell, 2007).

Source:

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).



### Intervention Integrity: Verify Through a Mix of Information Sources

Schools should consider monitoring intervention integrity through a mix of direct and indirect means, including direct observation and permanent products (Gansle & Noell, 2007), as well as interventionist self-ratings (Roach & Elliott, 2008).

Source:

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Roach, A. T., & Elliott, S. N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.195-208).



***Challenge 4:*** How can schools find & use schoolwide literacy screening measures to identify students whose level of 'reading risk' requires Tier 2/3 intervention support?

# Big Ideas in Reading

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.
2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.
3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.
4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning."

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from <http://reading.uoregon.edu/index.php>

# Educational Decisions and Corresponding Types of Assessment

- **SCREENING/BENCHMARKING DECISIONS:** Tier 1: Brief screenings to quickly indicate whether students in the general-education population are academically proficient or at risk.
- **PROGRESS-MONITORING DECISIONS:** At Tiers 1, 2, and 3, ongoing 'formative' assessments to judge whether students on intervention are making adequate progress.
- **INSTRUCTIONAL/DIAGNOSTIC DECISIONS:** At any Tier, detailed assessment to map out specific academic deficits , discover the root cause(s) of a student's academic problem.
- **OUTCOME DECISIONS:** Summative assessment (e.g., state tests) to evaluate the effectiveness of a program.

*Source:* Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). The ABCs of CBM: A practical guide to curriculum-based measurement. New York: Guilford Press.

# Building-Wide Screening: Assessing All Students

(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students.

- Schools should consider using 'curriculum-linked' measures such as Curriculum-Based Measurement that will show generalized student growth in response to learning.
- If possible, schools should consider avoiding 'curriculum-locked' measures that are tied to a single commercial instructional program.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

# Applications of Screening Data (Stewart & Silbergliit, 2008)

Screening data can be used to:

- Evaluate and improve the current core instructional program.
- Allocate resources to classrooms, grades, and buildings where student academic needs are greatest.
- Guide the creation of targeted Tier 2/3 (supplemental intervention) groups.
- Set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Source: Stewart, L. H. & Silbergliit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

## Response to Intervention

# Clearinghouse for RTI Screening and Progress-Monitoring Tools

- The National Center on RTI ([www.rti4success.org](http://www.rti4success.org)) maintains pages rating the technical adequacy of RTI screening and progress-monitoring tools.
- Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.

Tools ▼ ▲	Area ▼ ▲	Reliability of the Performance Level Score ▼ ▲	Reliability of the Slope ▼ ▲	Validity of the Performance Level Score ▼ ▲	Predictive Validity of the Slope of Improvement ▼ ▲	Alternate Forms ▼ ▲	Sensitive to Student Improvement ▼ ▲	End-of-Year Benchmarks ▼ ▲	Rates of Improvement Specified ▼ ▲	Norms Disaggregated for Diverse Populations ▼ ▲	Disaggregated Reliability and Validity Data ▼ ▲	COMPARE RESET
		●	●	●	●	●	●	●	●	●	●	☐
AIMSweb	<a href="#">Math</a>	●	●	●	●	◐	◐	●	●	No	●	☐
AIMSweb	<a href="#">Oral Reading</a>	●	●	●	●	●	◐	●	●	No	●	☐
AIMSweb	<a href="#">Test of Early Literacy - Letter Naming Fluency</a>	●	●	●	●	●	◐	●	●	No	●	☐
AIMSweb	<a href="#">Test of Early Literacy - Letter Sound Fluency</a>	●	●	●	●	●	◐	●	●	No	●	☐



## Response to Intervention

### Selecting Performance 'Cut-Points' for Tier 2/3 Services: Example using EasyCBM Norms

RTI Tiers



51 WPM

20%ile

31 WPM

10%ile

#### Grade 3 Reading Measures

Percentile	Passage Reading Fluency		
	Fall	Wint	Sprg
10 <sup>th</sup>	31	64	60
20 <sup>th</sup>	51	81	81
50 <sup>th</sup>	83	114	115
75 <sup>th</sup>	108	147	144
90 <sup>th</sup>	138	173	173

Source: EasyCBM: (2010). *Interpreting the EasyCBM progress monitoring test results*. Retrieved February 22, 2011, from <http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf>

### Estimating Student Rate of Improvement: What Are the Relative Advantages of National vs. Local Growth Norms?

- National (Research-Derived) Growth Norms: Provide a general estimate of the expected academic growth of a 'typical' student that can be applied across many academic settings. However, these norms may not be representative of student performance at a particular school.
- Local Growth Norms: Provide an estimate of typical growth for students within a particular school's population. This provides insight into current levels of student achievement and the effectiveness of instruction in that building. However, these results cannot easily be applied to other dissimilar academic settings.

# Middle and High School: Debate About the Utility of Basic Academic Screening Tools

“At middle and high school..., academic deficits are well established. ...at middle and high school, it no longer makes sense to allocate scarce resources to screening for the purpose of identifying students at risk for academic failure. It makes more sense to rely on teacher nomination or existing assessment data to identify students with manifest academic difficulties...”

*Source:* Fuchs L. S., Fuchs, D., and Compton, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review, 39*, 22-28.

*“...One way I have used the Maze in the past at the secondary level, is as a targeted screener to determine an instructional match between the student and the text materials. By screening all students on one to three Maze samples from the text and/or books that were planned for the course, we could find the students who could not handle the materials without support (study guides, highlighted texts, alternative reading material). ... This assessment is efficient and it seems quite reliable in identifying the potential underachievers, achievers, and overachievers. The real pay back is that success can be built into the courses from the beginning, by providing learning materials and supports at the students' instructional levels.”*

*Lynn Pennington, Executive Director, SSTAGE*

*(Student Support Team Association for Georgia Educators)*

## Creating a School-Wide Screening Plan: Recommendations

1. Analyze your student demographics and academic performance and select academic screeners matched to those demographics.
2. Consider piloting new screening tools (e.g., at single grade levels or in selected classrooms) before rolling out through all grade levels.
3. [For secondary schools] Create a plan to review at least quarterly existing data (e.g., grades, attendance, behavior) to identify students at risk.

## Creating a School-Wide Screening Plan: Recommendations (Cont.)

4. Ensure that any discussion about grade- or school- or district-wide adoption of RTI screening tools includes general education and special education input.
5. When adopting a screening tool, inventory all formal assessments administered in your school. Discuss whether any EXISTING assessments can be made optional or dropped whenever new screening tools are being added.
6. If possible, use screening tools found by the National Center on RTI to have 'technical adequacy'.

## Response to Intervention

Reading 'Big Idea' (U of Oregon)	Sample Benchmarking/Progress-Monitoring Tools
"Phonemic Awareness: The ability to hear and manipulate sounds in words."	<ul style="list-style-type: none"><li>• Letter-Naming Fluency (DIBELS)</li><li>• Initial Sound Fluency (DIBELS)</li><li>• Phoneme Segmentation Fluency (DIBELS)</li></ul>
"Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words"	<ul style="list-style-type: none"><li>• Nonsense Word Fluency (DIBELS)</li></ul>
"Fluency with Text: The effortless, automatic ability to read words in connected text."	<ul style="list-style-type: none"><li>• Oral Reading Fluency (DIBELS)</li></ul>
"Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."	<ul style="list-style-type: none"><li>• Maze Passages (AimsWeb)</li></ul>





***Challenge 5:*** How can schools efficiently identify students who need supplemental reading interventions and place them in Tier 2/3 services?  
p. 3

RTI: Creating a Data  
Analysis Team to  
Manage Tier 2.3  
Services



### Data Analysis Team: Definition

The Data Analysis Team (DAT) is the gatekeeper for Tier 2/3 services.

The DAT meets at least 3 times per year, after fall, winter, and spring schoolwide academic screenings, to review screening results and to select students for Tier 2/3 intervention services.

Optionally, the DAT also meets periodically between screenings (e.g., once per month) to review the progress of students on Tier 2/3 intervention. If appropriate, students can be moved into, across, and out of Tier 2/3 groups between screenings if the data support such moves.

### Data Analysis Team: Objectives

The DAT's objectives during fall/winter/spring reviews of screening data are to:

1. Review with classroom teachers whether at least 80% of students reached benchmark/proficiency
2. Brainstorm core instructional strategies that can help to address patterns of weakness found at the Tier 1 group level.
3. Sort students found to be at risk into several groups:
  - Mild risk: Classroom teacher can provide interventions and progress-monitor at Tier 1
  - Moderate risk: Student is placed in supplemental (Tier 2) intervention.
  - More severe risk: Student is placed in supplemental (Tier 3) intervention.

### Data Analysis Team: Skillset & Membership

Core members serving on the DAT should be knowledgeable about:

- The interpretation of RTI screening and progress-monitoring data.
- The range of Tier 2 programs/groups in the school (and any available slots within those programs/groups).
- The setting of academic performance goals for individual students.
- Strong instructional practices that support groups (core instruction) and individual students (classroom or supplemental intervention).

### Data Analysis Team: Data Preparation

In preparation for a DAT screening data meeting (Fall, Winter, Spring):

- Building-wide screening data are entered into electronic format to facilitate storage and retrieval (e.g., Excel spreadsheet, RTI-M Direct, AIMSWeb).
- Reports are generated listing students at risk (below benchmark)—organized by 'strategic' (moderate risk) and 'intensive' (higher risk).
- Copies of benchmark criteria (e.g., DIBELS NEXT) are brought to the DAT meeting.

# Benchmark Example: DIBELS NEXT Grade 3

## Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
Composite Score	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
Words Correct	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
Accuracy	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%




# Data Analysis Team: Structure of Screening Data Meetings

During screening data meetings, the DAT meets with teams of grade-level teachers to:

- systematically look at the impact of core instruction (goal: at least 80 percent of students reaching the screening benchmark)
- offer recommendations for classroom instructional practice to boost student performance at Tier 1
- identify those students who need supplemental (Tier 2) intervention services.

*Source:* Kovaleski, J. F., Roble, M., & Agne, M. (n.d.). The RTI Data Analysis Teaming process. Retrieved on May 3, 2011, from <http://www.rtinetwork.org/essential/assessment/data-based/teamprocess>

## Data Analysis Team: Structure of Screening Data Meetings



*Data Analysis for Instructional Decision Making: Team Process*

**Part I. Initial/Fall Goal Setting and Instructional Planning Session**

**Before the data team meeting:**

- Data sets/packets are prepared for meeting in teacher-friendly format with and without student names (e.g., 4Sight Proficiency graph, DIBELS histogram, PVAAS).
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator (permanent) is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

<b>Tier 1</b>		
<b>Procedure</b>	<b>Typical Prompts</b>	<b>Record Keeping</b>
<b>During the meeting:</b> Team uses district-provided data sets.	Team is provided with data to be analyzed.	Data sets in question (e.g., DIBELS histogram, 4Sight Proficiency graph, PVAAS grade level report). Use formats without student names.
Team identifies current performance of grade-level cadre (particular to school) on relevant benchmark for grade and time of year. Note if grade level and individual students made substantial growth (at least a year) <ul style="list-style-type: none"> <li>• DIBELS or other ORF measure (% at benchmark [low risk], % strategic [some risk], % intensive [high risk])</li> <li>4Sight, % Advanced + Proficient, % Basic, % Below Basic</li> </ul>	Facilitator: "Let's analyze how our students are doing on ( <i>benchmark skill</i> )."	Summarize salient data on the Screening and Intervention Record Form (SIRF).
Team sets a measurable goal or goals to achieve by the next review point. <ul style="list-style-type: none"> <li>• Goal should be stated in terms of % of students making x (give a number) progress toward identified benchmark.</li> <li>• Example: "By ----, ----% of students will attain the benchmark of ---- or above."</li> <li>• For 4Sight, % of students scoring Advanced or Proficient</li> </ul>	"What goal(s) shall we aim for by our next review point?"	Record measurable goal(s) in correct format on SIRF.

*Source:* Data Analysis Team Script. Revised February, 2008. Pennsylvania Department of Education. Adapted from Kovaleski, J. F., & Pedersen, J. (2008). Best practices in data analysis teaming. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology, V. Bethesda, MD: National Association of School Psychologists.



***Challenge 6:*** What are new developments in Tier 2/3 reading interventions that can help students to develop and use reading skills independently?

# Tier 2/3 Interventions & Student Responsibility

- As students move through the grades, teachers increasingly expect them to become effective managers of (and advocates for) their own learning.
- A 'growth' area for Tier 2/3 interventions at the middle and high school levels is to train students to self-administer intervention strategies.
- The teacher's role then shifts from 'interventionist' to 'intervention coach'.

# 'Academic Enabler' Skills: Why Are They Important?

Student academic success requires more than content knowledge or mastery of a collection of cognitive strategies. Academic accomplishment depends also on a set of ancillary skills and attributes called 'academic enablers' (DiPerna, 2006). Examples of academic enablers include:

- Reading 'fix-up' skills
- Study skills
- Homework completion
- Cooperative learning skills
- Organization
- Independent seatwork

*Source:* DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. *Psychology in the Schools, 43*, 7-17.

### Reading Comprehension Fix-Up Skills: Sample Strategy p. 48

- **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every five minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.

*Source:* Hedin, L. R., & Conderman, G. (2010). Teaching students to comprehend informational text through rereading. *The Reading Teacher*, 63(7), 556–565.

## Response to Intervention

### Audio Files in MP3 Format for Student Self-Monitoring (e.g., for Reading Comprehension Checks)

<http://www.interventioncentral.org/free-audio-monitoring-tapes>

Intervention Central hosts a collection of 10 fixed-interval audio tapes in MP3 format with time intervals ranging from 10 seconds to 5 minutes. Monitoring tapes like these can be used by students to monitor their use of academic or behavioral intervention strategies (e.g., reading comprehension fix-up skills).



**Free Fixed-Interval Audio Files.** As a service to educators, Intervention Central is posting this FREE collection of 10 fixed-interval audio tapes in MP3 format with time intervals ranging from 10 seconds to 5 minutes and a tape duration of at least 30 minutes.

To download any of these MP3 files, click or right-click on the desired file and save to your digital device. For specific instructions on how to load an MP3 file to your digital device (laptop, tablet, smart phone, MP3 player), consult the user's manual for that device.



Download the handout *Fixed-Interval Audio Tapes: The 'Soundtrack' of School-Based Assessment & Intervention*



**10-Second Fixed-Interval Audio File:** MP3 Format: 30 Minute Length



**15-Second Fixed-Interval Audio File:** MP3 Format: 30 Minute Length



**20-Second Fixed-Interval Audio File:** MP3 Format: 30 Minute Length



**30-Second Fixed-Interval Audio File:** MP3 Format: 30 Minute Length



**45-Second Fixed-Interval Audio File:** MP3 Format: 30 Minute Length



**1-Minute Fixed-Interval Audio File:** MP3 Format: 30 Minute Length



# Student as Interventionist: Tier 2 Case Example

## Fact-Finding

- A reading teacher at a middle school, Mrs. Chappel, meets with Sabrina, a student who was flagged as being 'at some risk' in reading comprehension during a recent schoolwide screening.
- During this intake conference, Mrs. Chappel notes in conversation with Sabrina that the student appears to lack systematic skills in monitoring her comprehension of texts while reading.
- A follow-up discussion with Sabrina's instructional team supports this view of the student as failing to closely monitor her understanding of texts.

# Student as Interventionist: Tier 2 Case Example

## Preparation

- Mrs. Chappel decides to train Sabrina to self-monitor her reading comprehension using Reading-Reflection Pauses (Hedin & Conderman, 2010).
- The reading teacher contacts the Technology Department and is loaned an inexpensive MP3 player for the student's use.
- Mrs. Chappel downloads a free MP3 audio file for self-monitoring (with 5-minute fixed-interval tones) from Intervention Central ([www.interventioncentral.org](http://www.interventioncentral.org)).
- The reading teacher also creates a simple checklist of reading fix-up strategies for Sabrina's use.



# Student as Interventionist: Tier 2 Case Example Training

- Mrs. Chappel meets with Sabrina for 4 20-minute sessions. During those sessions, she:
  - shows Sabrina how to use the MP3 player to play the self-monitoring audio tape.
  - trains the student in the reading reflection pause strategy (i.e., to stop every 5 minutes in her independent reading as signaled by the tone to monitor her understanding of the text and to apply fix-up skills from her checklist if needed).
  - helps the student to develop guidelines to judge when to use the strategy with difficult texts.

## Student as Interventionist: Tier 2 Case Example Implementation

- Mrs. Chappel checks in with Sabrina weekly about her use of the self-monitoring strategy. In these check-ins, the teacher gives the student a short sample passage and has her demonstrate the strategy (intervention integrity check).
- The reading teacher also directs Sabrina to keep a log recording the dates, time-spans, and text titles used in this intervention (indirect measure of intervention integrity).
- Mrs. Chappel suggests to Sabrina's teachers that they identify for the student any reading assignments that should be read using the reading reflection-pause strategy.

## Student as Interventionist: Tier 2 Case Example Outcome

- After 4 weeks of Sabrina's using the strategy, Mrs. Chappel judges that the student is ready to discontinue use of the self-monitoring tape.
- Sabrina continues to use the reading reflection-pause strategy, with the new goal of pausing at least 4-5 times during a reading session.
- Both Sabrina and her classroom teachers report that she appears to have greater understanding of her reading and displays greater confidence in class.
- Based on this positive outcome, Mrs. Chappel discontinues her sessions with Sabrina.